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ABSTRACT

Major characteristics of seven Title I and Impact Aid components implemented in New York City School District 29 in 1978-79 are described in this evaluation. The components are: (1) an elementary grade Reading Diagnostic Program; (2) a project to raise reading achievement in the intermediate schools; (3) an Early Childhood Center for students in grades one and two; (4) an Optional Assignment/Tutorial Reading program for seventh, eighth, and ninth graders; (5) the Special Program for Elementary Children, designed to provide remedial mathematics instruction; (6) a parent advisory component; and (7) an English as a Second Language (TESL) program, for students in grades 1-8. For each component, information regarding objectives, target population, staff and staff training, physical facilities and equipment, activities, parent involvement, and lesson observations is provided. Judgements presented about the programs' effectiveness are based on the results of standardized achievement tests, interviews with participating personnel, and direct observation. Data tables indicating student achievement are also included in the report. (Author/GC)

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FINAL REPORT

TITLE I E.S.E.A.

UMBRELLA PROGRAM

AND IMPACT AID

for District 29

Academic Year 1978 – 1979

KAYE EDUCATIONAL EVALUATORS, INC.
3508 Kings College Place
Bronx, New York 10467

DR. MILDRED KAYE
PROJECT DIRECTOR

JULY 1979

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3508 Kings College Place, Bronx N.Y. 10467

District 29

1978-79 Title I Programs and Impact Aid

Final Report

Dr. Mildred Kaye
Project Director

Evaluation of a New York City School District educational project funded under Title I and Impact Aid performed under contract with the Board of Education of the City of New York

July 1979

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Particular thanks is given to Ms. Florence Friedlander, Deputy Superintendent, Ms. Jacqueline Browne, Executive Assistant for Curriculum and Administration, Mr. Harold Minsky, Director of the Reading Diagnostic Program, Mr. Eugene Gibney, Coordinator of the Project to Raise Achievement in the Intermediate Schools, Ms. Muriel Green, Coordinator of the Special Program for Elementary Children, and Mr. Murray Hoffman, Director of Funded Programs.

In addition, I am grateful for the significant contributions of all the Project Consultants (Dr. Theodore Abramson, Dr. Gerhard Lang, Dr. Jesus Nuevos and Dr. Virginia Polk) for their observations of classroom practices, interviews with District staff and for their participation in the preparation of this report.

Special thanks to Ms. Valerie Knight, Research Assistant, for her assistance in analyzing the data and to Ms. Marcia Berk and Ms. Linda Bryant for their secretarial skills which made production of this report possible.

Dr. Mildred Kaye, President
Kaye Educational Evaluators, Inc.

PROGRAM COMPONENTS

Function # 5089-91622 5089-98722	Reading Diagnostic Program
Function # 5089-91623 5089-98723	Early Childhood Center
Function # 5089-91624 5089-98724	Project to Raise Achievement in the Intermediate Schools (PRAIS)
Function # 5089-91625 5089-98725	Special Program for Elementary Children (SPEC)
Function # 5089-91626	Parent Advisory Component
Function # 5089-91627	Optional Assignment Tutorial Reading
Function # 5089-91628 # 5089-98726	Special TESL Team Impact Aid (TESL)

SCHOOL KEYS

A	P.S. 15
B	P.S. 34
C	P.S. 35
D	P.S. 36
E	P.S. 37
F	P.S. 52
G	P.S. 95
H	P.S. 116
I	P.S. 118
J	P.S. 132
K	P.S. 134
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Normal Curve Equivalents*
(NCE)

Hints for Making NCEs More Meaningful

Scales of any kind become meaningful through associations. We know, for example, that 20° Fahrenheit is cold, that 72° F is comfortable and that 95°F is hot. As we switch over to the Celsius scale, we will at first translate temperatures into their Fahrenheit equivalents. Before long, however, we will "know" the coldness of -6°C, and the heat of 30°C, without any need to translate. Eventually the same sort of understanding will emerge for NCEs. To help during the transition period, however, the following associations are offered.

NCEs are like percentiles. Both an NCE of 50 and a percentile of 50 are exactly average. While NCEs do not match percentiles at other points (except for 1 and 99), the analogy is quite useful when trying to describe achievement gains measured in NCEs. While it is not strictly correct to talk about NCE gains as if they were percentile gains, it will probably facilitate communication and enhance understanding to do so.

An NCE of 50 is at grade level. Regardless of the time of year at which testing is done and the grade level tested, a properly derived NCE score of 50 will always be the national average for that grade level and month. Being average means being exactly at grade level. NCEs below 50 signal below-average achievement levels or below-grade-level performance. an NCE of 30 is exactly the same distance below grade level at every grade. Finally, an NCE of 30 is always exactly twice as far below grade level as an NCE of 40.

An NCE gain of zero means that the Title I project produced no gain. A zero NCE gain does not mean that the student or group of students learned nothing between pretest and posttest. They almost certainly answered more items correctly at the end of the instructional period than at the beginning. The zero NCE gain simply means that the amount of learning was precisely what would have been expected had there been no Title I project--in other words it means that the Title I project added exactly nothing to the regular school program.

All NCE gains greater than zero are good! Whenever the evaluation shows an NCE gain greater than zero, it means that the Title I pupils profitted from participating in the project. In general, the larger the NCE gain, the more effective the project. It is not possible, however, to designate any specific NCE gain as the criterion for exemplary or outstanding projects.

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*Exerpted from G. Kasten Tallmadge's Technical Paper No. 2, Interpreting NCEs - ESEA Title I Evaluation and Reporting System, RMC Research Corporation, Mountainview, California, October 1976.

INTRODUCTION

In September 1978, Kaye Educational Evaluators, Inc. was selected by the Community School Board of District #29 to evaluate the 1978-79 Title I programs. On December 13, 1978, the New York City Board of Education passed the resolution approving Kaye Educational Evaluators, Inc. as the evaluation agency. A contract between Kaye Educational Evaluators, Inc. and the New York City Board of Education was signed on January 28, 1979. A resolution modifying the original agreement to include additional data analyses and a TESL program was passed by the Central Board of Education on May 16, 1979. The contract modification was signed June 22.

This constitutes the Final Report of said evaluation.

An attempt is made to describe the major dimensions and characteristics of each Title I program from September 1978 to June 1979. The report includes:

objectives
target population
staff and staff training
physical facilities
materials, supplies, equipment
activities
parent involvement
observation of lessons

In addition, it discusses the effectiveness of each program, makes conclusions about various aspects of program operations and recommends ways in which the programs may be improved. All judgments about the effectiveness of the programs are based on the results of standardized testing, interviews with participating personnel and direct observations.

This Final Report is presented with the hope that its contents will serve the best interests of the children of Community School District #29.

CHAPTER I

READING DIAGNOSTIC PROGRAM
5089-91622
5089-98722

A. Background and Objective

The Reading Diagnostic Program began operation in 1971 in order to help alleviate serious reading retardation in nine Title I schools. This year, 1978-79, there are twelve participating schools: P.S. 15, 34, 35, 36, 37, 52, 95, 116, 118, 132, 134 and 136.

According to the District proposal, "The Reading Diagnostic Program is designed to provide ongoing diagnostic, prescriptive and instructional services in reading for those children identified as having the greatest need for in-depth remediation by a team consisting of one (1) remedial reading teacher and one (1) education assistant ."

B. Number of Students

The proposal called for the inclusion of 1,540 pupils in grades one through six in twelve (12) Title I designated schools. Table 1 presents the expected and actual number of students who participated.

The actual number of pupils who participated in the Reading Diagnostic Program was 1,618.

TABLE 1

Number of Pupils Expected and Actually Participating in the Reading Diagnostic Program

Grade Level	Number Expected	Actual Number
1	120	101
2	293	268
3	373	366
4	318	359
5	289	352
6	147	172
Total	1,540	1,618

Includes Impact Aid

TABLE 2

NUMBER OF PUPILS EXPECTED TO PARTICIPATE IN THE READING DIAGNOSTIC PROGRAM (ORIGINAL)

School	Grade Level 1	2	3	4	5	6	Total
A	20	35	0	0	0	0	55
B	0	20	20	22	22	26	110
C	10	20	30	25	25	0	110
D	15	20	20	20	15	20	110
E	0	0	33	44	33	55	165
F	0	0	40	49	30	46	165
G	11	11	18	41	29	0	110
H	18	18	28	19	27	0	110
I	10	25	20	23	32	0	110
J	0	15	13	11	16	0	55
K	14	39	31	26	0	0	110
L	22	33	44	22	44	0	165
Total	120	236	297	302	273	147	1,375

TABLE 3

NUMBER OF PUPILS EXPECTED TO PARTICIPATE IN THE READING DIAGNOSTIC PROGRAM (IMPACT AID)

School	Grade Level 2	3	4	5	Total
B	25	30	0	0	55
E	15	25	5	0	55
L	17	11	11	16	55
Total	57	76	16	16	165

TABLE 4

NUMBER OF PUPILS WHO ACTUALLY PARTICIPATED IN
THE READING DIAGNOSTIC PROGRAM
(ORIGINAL)

School	Grade Level 1	2	3	4	5	6	Total
A	15	33	18	0	0	0	66
B	0	0	18	37	22	44	121
C	15	25	20	36	28	0	124
D	17	17	24	12	20	22	112
E	0	10	23	24	58	54	169
F	10	0	32	43	38	52	175
G	0	0	42	49	0	0	91
H	15	18	18	24	35	0	111
I	0	0	34	25	30	0	89
J	0	0	13	26	22	0	61
K	15	57	28	32	29	0	161
L	0	62	33	22	54	0	171
Total	88	222	303	330	336	172	1,451

TABLE 5

NUMBER OF PUPILS WHO ACTUALLY PARTICIPATED IN
THE READING DIAGNOSTIC PROGRAM
(IMPACT AID)

School	Grade Level 1	2	3	4	5	Total
B	0	25	30	0	0	57
E	13	8	21	13	0	55
L	0	11	12	16	16	55
Total	13	46	63	29	16	167

The question is often asked, "How long do children stay in the Reading Diagnostic Program?" Table 5a below presents data to answer that question for 1,509 Title I students in the 1978-79 program.

TABLE 5a

NUMBER OF CHILDREN IN RD PROGRAM - LENGTH OF TIME

	Length of Time			
Grade	1yr or less	2yrs or less	3yrs or less	4yrs or less
1	105	29	0	0
2	151	67	0	0
3	170	90	27	0
4	132	114	63	13
5	126	90	71	48
6	133	33	24	23
Total	817 (54%)	423 (28%)	185 (12%)	84 (6%)

Approximately 50% of the children "graduate" from the Reading Diagnostic Program each year.

C. Staff

Coordinator

The RDP was under the direction of a Principal (Coordinator) who devoted half-time to Title I responsibilities. The Coordinator also administered the PSEN RDP component (half-time). He organized, administered and supervised all activities of the program.

Reading Specialist

The Reading Specialist assisted in the coordination and implementation of all phases of the program related to diagnosis, prescription and instructional strategies.

Reading Teachers

A total of twenty-eight reading teachers were employed in the Title I reading program. Their responsibilities included diagnosing and evaluating pupil needs, planning reading activities, instructing individual and small groups of pupils, and articulating with school administrators and other school based personnel regarding pupils being serviced.

Educational Assistants

One educational assistant was assigned to each reading teacher. They worked as a team. The responsibilities of the assistants included escorting pupils to and from their classrooms, assisting in the instruction of individual pupils, assisting in classroom routines and clerical duties, and participating in staff development and pupil evaluation sessions. A total of twenty-eight educational assistants serviced the program participants.

Psychologist

One full-time psychologist was employed by the RDP. The activities of the psychologist were designed to contribute directly to the development of reading skills through providing the best possible psycho-educational environment for selected project participants based upon objective data.

Social Worker

One social worker serviced the Reading Diagnostic Program on a daily basis. Her primary role was to identify and work with selected project participants and their parents to assist in overcoming educational problems.

Parent Program Assistant

One parent program assistant assisted in the scheduling and arranging of workshops for the parents, assisted in the implementation of on-going workshops, assisted in the development and preparation of materials for the parents and suggested and compiled reading materials and activities for use at home by parents of pupil participants.

Family Assistant

One family assistant was assigned to the program. She contacted appropriate community and social agencies to service the special needs of selected participants, made home visits to provide information to parents, provided feedback to the program staff and assisted the social worker in planning and implementing small group conferences for parents of project participants.

School Secretary

The RDP had the services of one full time school secretary to perform all general office and secretarial duties.

Typist

The program also had the services of one full time senior typist to assist in performance of general office and clerical duties.

D. Staff Development

Staff development was an integral part of the Reading Diagnostic Program. All staff development sessions were conducted by the program coordinator, assisted by the reading specialist. When it was deemed relevant, guest speakers from the district, colleges and publishing industry were invited to participate. Training was provided to all reading teachers educational assistants and supportive staff.

E. Parental Involvement

The Reading Diagnostic Program staff implemented a series of orientation sessions, parent workshops, individual parent conferences, a monthly newsletter, to name a few of the parent activities. Supervision of these activities was provided by the Project Coordinator and Reading Specialist.

F. Response to 1977-78 Evaluation Recommendations

Recommendation	1978-79 Action
The caseload of 60 students per teacher should be reduced.	Caseload was reduced to 55 students per teacher.
Additional administrative assignments for teachers should be limited.	Administrative assignments were limited to the minimum required to maintain the program.
There should be greater articulation between the tax levy teacher and reading specialists.	Every attempt was made to increase articulation.
Oral skills should be emphasized.	Implemented wherever possible.
A Learning Disabilities Specialist should be added to the staff.	One reading teacher is a certified Learning Disabilities specialist.

G. Evaluation Objectives and Procedures 1978-79

The purpose of the evaluation was to appraise the progress made by pupils in grades 1-6 in strengthening their reading skills. In addition, the evaluation was concerned with the implementation of the operational specification of the project proposal.

The following tests were used to evaluate reading gains:

Grade Level	Pre-post Test
1	SESAT, Level I
2	SESAT, Level II
3	SAT, Primary I, Form A
4	SAT, Primary II, Form A
5	SAT, Primary III, Form A
6	SAT, Intermediate I, Form A

Data were analyzed in accordance with USOE Model A1. Data in the following section are reported in terms of Normal Curve Equivalents.

Evaluation team members visited the schools to observe the Reading Diagnostic Program in operation and to interview staff members for the purpose of appraising the strengths and weaknesses of the program. Observations began in in February 1979.

H. Student Performance on Standardized Tests

First grade students in six schools were tested with the Stanford Early School Achievement Test, Letters and Sounds subtest, at the beginning and end of the school year. Only 88 first grade pupils participated in the Reading Diagnostic Program. Of these, 59 had both pre- and post-test scores. The proportion of students this represents is 67.05 per cent.

On the Letters and Sounds subtest, the pretest raw score means ranged from 8.62 in school A to 17.83 in school H. The posttest raw score means ranged from 21.88 in school F to 27.18 in school A. School A achieved the greatest mean gain (19.25), school K the least mean gain (7.50). District-wide the mean raw score gain was 11.83. The results for Letters and Sounds of first graders can be found on Table 6.

A total of 243 second grade students from 8 schools participated in the Reading Diagnostic Program. Of these 182 had complete pre- posttest scores. This is 74.90 per cent of the total group. Late entry into the program (29 pupils), discharges (32 pupils) accounted for the discrepancies in numbers.

On the Sentence Reading subtest the second graders achieved a pretest raw score mean of 14.20 and a posttest raw score mean of 30.30 out of a possible 39 items. School D showed substantial growth (mean gain = 19.00) but was surpassed by school A whose mean gain was 19.21. The district gain was 16.09. (See Table 7.)

Twelve schools had third grade students participating in the Reading Diagnostic Program. Out of a total of 303 participants, 257 (84.82 per cent) had both pre- and post-test scores and were included in the statistical analyses. The reasons for incomplete data were discharges (7.59 per cent), no pre- or posttest (4.29 per cent) and late entries (3.30 per cent).

As can be seen on Table 8 the pretest-posttest mean Normal Curve Equivalent gains ranged from a low of 1.14 in school H (only seven students) to a high of 37.50 in school A. The district-wide NCE mean gain was 18.27.

The reader is reminded that according to those who developed Normal Curve Equivalents, "Whenever the evaluation shows an NCE gain greater than zero, it means that the Title I pupils profitted from participating in the project. In general, the larger the NCE gain, the more effective the project."

Of the 330 fourth grade students in the program, 282 had complete pre- and posttest data. This represents 85.45 per cent of the total. Reasons for missing data include discharged (19), no pre- or posttest (12) and late entrants (17).

The NCE mean difference between pre- and posttest for fourth graders ranged from 2.11 in school J to a high of 17.45 in school D. The district-wide NCE mean gain was 6.30. (See Table 9.)

Table 10 presents the data for fifth grade students. A total of 299 (88.99 per cent) of 336 participating students had complete pre-posttest data. Reasons for missing data were discharged (22), no pre- or posttest scores (6) and late entrants (9).

The NCE mean difference between pretest and posttest ranged from .42 in school H (only seven students) to 7.90 in school J, with a district-wide mean difference of 4.93.

Four schools had a total of 172 participants in the sixth grade. Of these, 158 (91.86 per cent) had complete pretest-posttest scores.

As can be seen on Table 11, the NCE mean difference between pre- and posttest district-wide was 7.98. The NCE mean differences were 9.93 (school F), 8.45 (school B), 8.39 (school E) and 1.30 (school D).

Impact Aid students were pretested when they entered the program in February and posttested with all other students in May. They took the same tests as did all other students. Tables 12, 13 and 14 present the results for Impact Aid students.

Gains for Impact Aid students in grades 3, 4 and 5 ranged from 2.25 (grade 3, school E) to 6.18 (grade 5, school L).

TABLE 6

MEAN READING RAW SCORE FOR GRADE ONE
PRE- AND POST- SESAT LEVEL I
LETTERS AND SOUNDS
(Highest Possible = 28)

School	N1	N2	Mean Pretest	Mean Posttest	Mean Diff.
A	15	8	8.62	27.87	19.25
C	15	10	13.70	23.00	9.30
D	17	16	13.87	27.18	13.31
F	10	9	10.66	21.88	11.22
H	16	12	17.83	26.75	8.91
K	15	4	16.50	24.00	7.50
Total	88	59	13.62	25.45	11.83

Reasons for Missing Data:

	N	%
Late entry	13	14.77
No posttest	16	18.18

TABLE 7

MEAN READING RAW SCORE FOR GRADE TWO
PRE- AND POST- SESAT LEVEL II
SENTENCE READING
(Highest Possible=39)

School	N1	N2	Mean Pretest	Mean Posttest	Mean Diff.
A	33	19	13.42	32.63	19.21
C	25	20	13.45	28.90	15.45
D	17	17	16.35	35.35	19.00
E	10	10	15.00	31.30	16.30
H	9	9	19.00	30.55	11.55
	9	8	15.25	29.00	14.12
I	21	21	12.26	25.47	12.95
K	57	38	13.86	30.47	16.60
L	62	40	13.85	30.07	16.22
Total	243	182	14.20	30.30	16.09

Reasons for Missing Data:

	N	%
Discharged	32	13.17
LateEntry	29	11.93

TABLE 8

MEAN NORMAL CURVE EQUIVALENT FOR THIRD GRADE
SAT PRE- & POSTTEST - READING COMPREHENSION

School	N1	N2	Mean Pretest	Mean Posttest	Mean Diff.
A	18	12	40.16	77.66	37.50
B	18	17	27.94	41.82	13.88
C	20	19	31.73	50.79	19.05
D	24	20	34.94	54.00	19.05
E	23	19	44.10	62.89	18.78
F	32	31	39.19	59.09	19.90
G	42	28	30.64	43.28	12.64
H	8	7	34.57	35.71	1.14
	10	10	36.20	51.90	15.70
I	34	31	29.19	63.54	34.35
J	13	8	28.00	41.50	13.50
K	28	24	44.83	52.08	7.25
L	33	31	26.96	41.90	14.93
Total	303	257	34.29	52.57	18.27

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Discharged	23	7.59
No pre or posttest	13	4.29
Late entry	10	3.30

TABLE 9

MEAN NORMAL CURVE EQUIVALENT FOR FOURTH GRADE
SAT PRE- & POSTTEST - READING COMPREHENSION

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
B	37	34	29.55	36.32	6.76
C	36	28	17.60	26.67	9.07
D	12	11	15.81	33.27	17.45
E	2	2	39.00	38.50	- .50
	22	19	31.68	41.05	9.36
F	22	22	34.90	41.63	6.72
	21	18	22.83	27.50	4.66
G	20	20	27.30	36.75	9.45
	29	22	24.50	27.27	2.77
H	11	11	31.72	33.90	2.18
	13	13	30.92	34.30	3.38
I	25	19	25.94	32.05	6.10
J	26	18	27.83	29.94	2.11
K	32	24	26.04	33.04	7.00
L	22	21	20.80	24.38	3.57
Total	330	282	26.32	32.70	6.30

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Discharged	19	5.76
No pre- or posttest	12	3.64
Late entry	17	5.15

TABLE 10

MEAN NORMAL CURVE EQUIVALENT FOR FIFTH GRADE
SAT PRE- & POSTTEST - READING COMPREHENSION

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
B	22	17	24.76	30.82	6.06
C	28	21	24.47	29.47	5.00
D	20	19	32.10	38.15	6.05
E	58	52	31.05	34.86	3.80
F	35	33	31.72	32.81	1.09
	3	1	62.00	59.00	-3.00
H	11	7	24.71	25.14	.42
	24	22	27.22	30.09	2.86
I	30	29	28.41	33.68	5.27
J	22	22	21.95	29.86	7.90
K	29	29	24.41	30.41	6.00
L	54	47	27.23	33.72	6.58
Total	336	299	28.84	33.77	4.93

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Discharged	22	6.55
No pre- or posttest	6	1.79
Late entry	9	2.68

TABLE 11

MEAN NORMAL CURVE EQUIVALENT FOR SIXTH GRADE
SAT PRE- & POSTTEST - READING COMPREHENSION

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
B	44	37	32.56	41.02	8.45
D	22	20	46.95	48.25	1.30
E	54	53	45.37	53.77	8.39
F	52	48	37.58	47.52	9.93
Total	172	158	40.20	48.18	7.98

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Discharged	11	6.40
No pre- or posttest	3	1.74

TABLE 12

MEAN READING RAW SCORE FOR GRADE ONE
PRE- AND POST- SESAT LEVEL I
LETTERS AND SOUNDS
(Highest Possible = 28)

IMPACT AID

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
E	13	12	20.66	23.91	3.25

TABLE 13

MEAN READING RAW SCORE FOR GRADE TWO
PRE- AND POST- SESAT LEVEL II
SENTENCE READING
(Highest Possible = 39)

IMPACT AID

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
B	27	26	15.92	24.30	8.38
E	8	7	30.42	33.85	3.42
L	11	11	17.81	31.18	13.36
Total	46	44	20.66	27.54	8.84

TABLE 14

MEAN NORMAL GRADE EQUIVALENTS FOR GRADES 3-5
SAT PRE- & POSTTEST - READING COMPREHENSION

IMPACT AID

School	Grade	N1	N2	Mean Pretest	Mean Posttest	Diff.
B	3	30	27	33.88	39.88	6.00
E	3	21	16	38.18	40.43	2.25
L	3	12	11	36.63	39.27	2.63
E	4	13	13	38.46	42.15	3.69
L	4	16	14	34.42	37.85	3.42
L	5	16	16	47.68	53.87	6.18

I. Observer's Report

The Reading Diagnostic Program (RDP) was designed to improve the reading skills and abilities of the underachieving children using instructional strategies based on a thorough diagnosis of each child's reading problems, with intensive follow-up of prescriptive remedial activities. Part of the evaluation design involves making visits to the schools to observe the program in operation and to confer with administrative and teaching personnel.

Visits to observe program functioning are customarily made once in the fall, near the beginning of the school year, and again during the spring term, thus enabling the evaluator to observe change over the school year. During the 1978-79 school year, however, the initial visits were unavoidably delayed until after the mid-year break, with the second round of visits in late April and May.

Description of the Program

Twenty-eight Reading Diagnostic Program teaching teams were assigned to twelve Title I elementary school in District 29, Queens, on the basis of the number of children having reading deficiencies and the availability of space within the schools. Twenty-five teams were part of the original proposal and three teams were added under Impact Aid funding.

Two of the twelve participating schools have a single Reading Diagnostic team. Six schools have two RDP teams apiece, two others have three teams each, and two schools had enough eligible students to accommodate four reading teams. Thus, the number of children participating in the program in each school ranges from 55 to 220, covering grades one through six.

Each RDP reading room is staffed by a team consisting of a reading teacher and an educational assistant, who work with small groups of eligible children, brought from their regular classrooms' for forty-minute periods per day, five days a week.

In addition to their instructional duties, the RDP teaching teams organize and maintain the reading materials and equipment, diagnose, prescribe and evaluate the children's reading work, keep records of progress throughout the year, and keep the classroom teachers informed about the children's reading activities and accomplishments. On alternate Wednesdays they attend staff development and pupil evaluation workshops conducted by the Program Director and his staff at the Reading Center.

Eligible children are selected for inclusion in the program on the basis of reading achievement test scores and the judgment of their teachers, with priorities set by the school principals. Because of the highly mobile population in some of the district's schools, extra pupils are customarily screened to provde a pool of replacements for children who leave the program. This procedure serves to insure that the RDP teams continue to service the maximum number of 55 children in spite of attrition.

A series of Staff Development and Pupil Evaluation Workshops, conducted on a weekly basis throughout the school year by the Program Director and his competent staff, form an integral part of the Reading Diagnostic Program. The workshops provide the philosophical and theoretical background for the program, serve as a forum for the exchange of ideas and information to enhance the quality of the program, and foster a sense of uniformity in testing, record-keeping, and management procedures.

An examination of the agenda of the Staff Development sessions, plus conferences with the program coordinator and the reading specialist, provided some of the criteria for the observation of program procedures within the various RDP reading rooms.

Five specific aspects of program functioning were given attention during the observer's visits: (1) Physical Setting, (2) Materials and Equipment Available and in Use, (3) Patterns of Organization, (4) Nature of Ongoing Activities, and (5) Overall Climate.

Physical Setting

The first impression of the RDP reading rooms is of a cheerful and welcoming workspace, with the furniture arranged to minimize crowding, allow for unimpeded traffic flow, and provide areas for particular types of reading activities. The rooms were organized into Learning Stations assigned to various components of reading development, such as Listening, Comprehension, Phonics, Games, Library, etc. Easily rearranged tables and chairs or desks permitted flexibility and variety in teaching and learning. In some rooms, quiet areas were provided for solitary reading activities, where children could work without the distractions of noise and/or visual stimuli. Bookshelves, movable chalkboards, and storage units often served as room-dividers to provide privacy and minimize distractions, while still allowing the adults to monitor a wide range of activities.

While most of the facilities were classrooms of adequate size to accommodate the kind of mulit-media, multi-level reading program envisioned for the optimum implementation of the RDP guidelines, seven of the reading rooms were too small and cramped. Easy movement was impossible, and materials could not be stored with easy accessibility. Fortunately, the high level of preparation and planning for each subsequent group's activities, and the efficiency of the teaching routine, made it possible for even these crowded RDP rooms to function smoothly while work was in progress.

In spite of the aging architecture of some of the schools, the rooms had been decorated to make them stimulating to the children's interests. In three of the rooms, snapshots of the participating youngsters smiled from the walls, and in a few of the rooms the children's best recent work was on display. One group of fourth graders worked in a room with an interesting Space Age motif, with soft chairs in its Library corner. Posters and charts of high-interest subjects and books that ASKED to be read were on display in several rooms.

It was interesting to note that although there was a certain sense of uniformity among all the RDP reading rooms, each one seemed to bear the personal stamp of the particular teaching team and the various groups of youngsters who spent their days there.

Materials and Equipment

The varied selection of materials and equipment on hand and in use in virtually all of the RDP reading rooms was evidence of the multi-media, multi-level approach to teaching basic and advanced reading skills.

Commercially prepared materials on hand included workbooks, kits, texts, and programmed materials for the development and reinforcement of every imaginable reading skill. Audio-visual equipment, such as tape recorders, filmstrip projectors, head sets and terminals, films, tapes and records, and sets of books with accompanying cassettes were found in varying quantities in the RDP rooms.

In addition to the commercially prepared materials, teacher-made supplementary materials had been devised, personalizing the reading activities for the program's participants. Teacher-made tapes served as "read-alongs" for favorite stories, accompanied by hand-made charts to teach vocabulary and comprehension skills. Teacher-made games were used to reinforce phonics and word-recognition concepts. A number of teachers had sizable collections of publishers samples which they had obtained at reading conferences. These were cut and mounted to be used for independent seatwork, or sent home to parents who wished to help with their children's reading work.

Usually, the more recently established RDP reading rooms had noticeably less materials and audio-visual equipment than the rooms of long standing. It was the stated policy of the Program Director to avoid stocking newly established reading rooms with items borrowed from existing rooms, thereby "watering down" supplies in parts of the program. Instead, materials which were plentiful were shared, and some items which had been returned to the Reading Center for redistribution were used anew. The RDP teachers were found to be highly selective in their use of commercial materials and it was not unusual for teachers to return items which they found to be inappropriate or little used for the particular youngsters assigned to the program in a given year. Nor was it unusual for teachers to request a special set of materials of particular interest or value to the children in their classes. Teachers frequently discovered innovative uses for existing materials which widened the potential for a variety of teaching and learning styles.

In all but the most cramped reading rooms, materials and equipment were arranged for easy accessibility, ready for use in the area or learning station where children could select them independently. Careful use and handling of the equipment had been well-learned by even the youngest children. In just a few cases, the teachers and educational assistants distributed and collected all the materials, expecially where crowded storage areas prohibited ease of access. Encouraging a sense of responsibility and independence in the use of materials and equipment, surely a means of raising the self-esteem of the learners, seemed to be a general rule throughout the program

Patterns of Organization

At the time of the Observer's first visit, procedures in the RDP reading rooms were already running smoothly with well-established routines. As with the other aspects of the program, a sense of uniformity was tempered by touches of individuality and variety, often based on differences in the maturity of the children, style and personality of the teaching teams, and general characteristics of the schools themselves.

Several different patterns of organization emerged. Customarily, the teacher and educational assistant took turns taking children to and from the reading rooms at the beginning and end of the reading periods. Sometimes children arrived unescorted from a room nearby. Older children might arrive a few at a time, while younger ones filed in from the corridor in a neat line. One group, travelling between a mini-school and main building, arrived with outer clothing and sometimes lunches.

In many rooms, the weekly schedules were posted, assigning children to various activities on a rotating basis. Children selected their own work folders and wasted no time settling down to work on their own personal prescription or contract. Some of the teachers preferred to gather the group together for a few minutes of talk and/or a warm-up reading game or activity prior to starting the day's assignments. Younger children frequently found their individual work folders waiting at regularly assigned seats, where they listened to the day's plans and then dispersed to Learning Stations to work in pairs or groups of three or four.

The roles of the teacher and the educational assistant seemed to be almost interchangeable while the children were working. Sometimes both the teacher and educational assistant moved about the room, supervising, helping, and checking completed work. In some cases one adult would be seated with a small group of youngsters while the other circulated. Often, especially with younger children, both adults worked with small groups, while other children worked independently for a time. These varying patterns of teacher-pupil interaction often took place within the same reading rooms, as well as among different ones, indicating to the observer that the teaching teams were applying multiple teaching strategies to the implementation of the program. The participating children were given the opportunity for one-to-one interaction with the teaching personnel, as well as for group work and independent, individual reading activities.

Some of the teams, having worked together on a long-term basis, showed a high level of cooperation and smooth interaction which seemed to enhance the functioning and professional competency of both members of the team.

Nature of the Ongoing Activities

The children's individual contracts (prescriptions) determined the subject matter to be covered during the reading period. For the most part, whether working alone or in small groups, the children were engaged in silent reading and writing. At times a child would be asked to read something aloud while the teacher was checking work, but most of the oral reading was coming through the head sets from the tape recorders, etc. Younger children worked on basic word recognition and phonics tasks, matching words with pictures, changing initial and final consonants to make new words, building a sight vocabulary. Children in the more advanced grades worked at more complex tasks, though still reviewing some of the more basic skills where these needed strengthening. Fourth, fifth, and sixth graders spent a great deal of time on activities designed to sharped comprehension skills: reading for information, following directions, putting events into proper sequence, finding definitions in the dictionary, etc.

Some children worked independently, completed their assigned task quickly, had it checked by the teacher or educational assistant (or checked it using an answer key), put the work into the folder, and moved on to another task.

Others worked more slowly, asked for help along the way, made errors and corrected them. The teacher and educational assistant often worked on a one-to-one basis with these youngsters for a time until the concept became clear.

The fast workers were usually those children who were completing a series of exercises in a particular skill area, gaining confidence with success, and cheerfully looking forward to the next challenge. Virtually all of the children in the RDP rooms have the opportunity to experience this cycle of hard work leading to mastery with some frequency during the school year. Comments made by the pupils in a number of the reading rooms, pleased at a hard-won battle of wits, give evidence of the motivational benefits of the diagnostic/prescriptive procedures. Separating the various components of reading into manageable parts seems to make it possible for these under-achieving children to master the required skills with far less frustration.

Most of the written work in the reading rooms consisted of completion of sentences or filling in blanks with correct sentences in the children's own words. Experience charts in one primary grade RDP room encouraged the young children to relate a group experience and see the teacher transform the spoken words into printed ones, which the group could read. Simple forms for writing book reports were used by some of the teachers to encourage the children to express themselves, but these did not seem to elicit as much self-expression as some form of speech, transcribed, might have done. A highly interesting and spirited poem, used for choral speaking with a group of fifth graders, seemed to enrich the vocabulary and self-expression of all the youngsters as they described what the poet was trying to say. Song lyrics serve the purpose in another school. A few minutes of oral expression of some kind might supplement the written activities of the reading period.

Throughout the program the variety and scope of the children's reading activities testified to the fact that individual differences in learning modes were being served at every level.

Overall Climate

Providing a satisfactory learning environment for the children in the Reading Diagnostic Program involves a dimension beyond the physical setting and the materials. Also of major importance is the psychological climate or milieu, the mood created by the people who occupy the workspace, by the words and actions of the adults and children as they interact.

Disruptive behavior patterns are not uncommon among underachieving youngsters. They are often impatient with their own failure and tend to swing between moods of apathy and aggression in ordinary classroom situations. They are frequently overdependent on the teacher, unwilling to try anything new on their own.

Not a single negative or discouraging statement was heard during the Observer's visits to the RDP reading rooms. The children and adults treated each other with friendly courtesy. No time was wasted on management or discipline problems. Children were not reprimanded for forgetting pencils; they were available for borrowing. Praise, encouragement, cooperation, and gentle reminders seemed to spur the youngsters on to good work habits and a willingness to try each succeeding assignment. The less-restrictive climate of the RDP rooms, coupled with the wider variation of activities, seemed to foster the positive attitudes toward learning envisioned for the program.

Interaction and cooperation between the teachers and educational assistants was excellent, setting a high standard for the children to use as a model.

Supplementary Services

From September 1978 through April 1979 the RDP had the services of a full-time psychologist. In April, the psychologist took a leave of absence. The position was not filled, leaving a gap in vital supplemental services.

The psychologist contributed directly to the development of reading skills by providing in-depth psychological testing of "problem" students. Testing was done only with parental approval. Results and recommendations were reported to reading teams and, when necessary, referrals were made to outside agencies.

The psychologist also worked intensively with children previously enrolled in the RDP who continued to show a pattern of minimal growth in reading and provided crisis intervention to selected project participants. She participated in staff conferences in order to confer with reading teams and RDP administrative staff.

One social worker serviced the Reading Diagnostic Program on a daily basis commencing in September and ending in June. Her major responsibilities included identifying and working with selected students and their parents to assist in overcoming educational problems, working with reading teams to assist them in gaining insight into the needs of RDP children as they related to reading disabilities, and maintaining contact with agency personnel in order to effect actions designed to help youngsters overcome reading deficiencies.

The parent program assistant worked with the psychologist and social worker in gaining the cooperation of parents, assisted in scheduling and preparing for RDP parent workshops and assisted the reading specialist in the development and preparation of materials for parents.

The family assistant also provided vital services. She assisted the social worker in implementing group conferences of parents, made home contacts when necessary, participated in parent workshops and contacted appropriate community and social agencies to service the special needs of selected participants.

J. Summary of Program Strengths

1. Every child was serviced at least four times a week.
2. Children were seen in special Title I reading rooms.
3. Children were seen in small groups - average of twelve (12) children per group.
4. Two adults were always present - one teacher and one educational assistant.
5. All children were given special diagnostic reading skills tests to discover specific reading strengths and weaknesses.
6. The reading teacher developed a long range and short range reading skills prescription (plan) for each child.
7. The reading teacher planned whole group, small group, and individual lessons for every child. The educational assistant worked with specific children on a one-to-one basis.

8. The reading room was stacked with special materials designed to help children learn reading skills.
9. The program was monitored on a continuing basis.
10. Teams conferred with the psychologist and social worker to arrange for special help for selected children. Parents were contacted for permission before special testing was administered.
11. The parent program assistant and family assistant worked with the teacher, psychologist, social worker, parent and child.
12. Parent workshops were conducted at the RD Center and in selected Title I schools throughout the school year.
13. Parents learned about the RDP through:
    a. Initial letter and consent slip
    b. Bi-monthly newsletter
    c. Pupil progress reports - three per year
    d. Parent workshops
    e. District PAC meetings
    f. District publications
    g. Parent-teacher conferences
    h. Title I evaluation reports
    i. Special staff-parent conferences.

K. Recommendations

1. The current caseload of 55 children per reading team should be maintained.

2. The Parent Volunteer Program should be reinstituted.

3. The clinical and family components should be maintained.

4. Classroom libraries should be expanded and time provided within the program for sustained silent reading.

5. The RDP should serve as a model program-demonstration center.

6. Communication between reading teams and the tax levy teachers should be maintained.

7. Oral and written communication skills should be developed as part of the teaching stategies employed in the RDP classroom.

8. Test scoring should be handled by a test scoring service if funds can be made available. Time saved should be used for direct instruction.

CHAPTER II

PROJECT TO RAISE ACHIEVEMENT IN THE INTERMEDIATE SCHOOLS
5089-91624
5089-98724

A. Background and Objective

This is the fifth year of the Project to Raise Achievement in the Intermediate Schools (PRAIS). Three schools, I.S. 59, J.H.S. 192 and I.S. 238 (Impact Aid), participated again in 1978-79.

The program was designed to provide concentrated learning skills in reading for the identified children at each participating Title I Intermediate School.

B. Number of Students

The anticipated number of students in the sixth, seventh and eighth grades was 1,005, including impact aid students. The actual registration in all three schools combined was 954. Table 15 shows the proposed and actual number of students at each grade level in each of the three participating schools.

TABLE 15

Total Number of Pupils in the Project to Raise Achievement in the Intermediate Schools
Proposed and Actual

	Grade Level							
	6		7		8		Total	
School	Prop	Actual	Prop	Actual	Prop	Actual	Prop	Actual
I.S. 59	17	49	105	75	148	73	270	197
JHS. 192	30	0	165	108	165	186	360	294
I.S. 238	60	135	135	158	180	170	375	463
Total	107	189	405	341	493	429	1005	954

Proposed numbers from original proposal.
Includes Impact Aid.

C. Frequency of Instruction

Participating Title I children at I.S. 59 and grade 6 children at I.S. 238 met four periods per week, forty-five minutes per period for a total of 180 minutes per week. Project participants in grades 7 and 8 at I.S. 238 and J.H.S. 192 met five times per week, forty-five minutes per sessions for a total of 220 minutes per week.

D. Staff and Staff Supervision

A total of thirteen teachers were employed to provide the intensive remediation to the target children. One of the thirteen teachers was assigned to the Reading Laboratory (JHS 192). She worked with approximately 75 students who were in greatest educational need in reading.

The PRAIS Coordinator devoted one-half time to Title I. He was responsible for the administration and coordination of the PRAIS program in all three schools. He planned and conducted all staff training sessions (once a month).

One family worker was assigned to the PRAIS program. Her primary responsibility was to improve communication between the home and the school personnel.

E. Response to 1977-78 Evaluation Recommendations

Recommendations	1978-79 Action
All student-teacher ratios should be reduced to 15:1 or less.	An average of 15:1 was maintained.
Management and instructional material changes should not be introduced immediately priod to Citywide Testing Program.	Implemented.
Large rooms should be made available.	Space was provided where possible within school limitations.
All teachers should be experienced.	Implemented where possible.
Highly qualified teacher should serve as model instructor.	Teacher could not travel from school to school to give demonstration lessons. Provded helpful imput at staff training sessions.

F. Evaluation Objectives and Procedures 1978-79

The purpose of the evaluation was to appraise the progress made by pupils in grades 6-8 in strengthening their reading skills. In addition, the evaluation was concerned with the implementation of the operational specifications of the project proposal.

The Stanford Achievement Test was administered to all students in the program on a pre- posttest basis. Grades 6 and 7 took the Intermediate Level and grade 8 took the Advanced Level. Data were analyzed using USOE Model A1.

Observation of the program began in January 1979.

G. Student Performance on Standardized Tests

A total of 954 students in grades 6, 7 and 8 participated in the Title I PRAIS reading program. Of these, 671 had complete pre- and posttest scores. This represents 70.34 per cent of the total group. A total of 283 (29.66 per cent) of the students were missing either pre- posttest scores or both.

Tables 16, 17 and 18 present Normal Curve Equivalent mean pre- and posttest reading scores for 6th, 7th and 8th grade students in each school and for each grade level, schools combined.

Of the 184 sixth grade students in the program, 129 had complete pre- and posttest data (70.11 per cent). As can be seen on Table 16, the mean NCE difference between the pre- and posttest was 8.28.

In the seventh grade, complete scores were available for 234 out of 341 students (68.62 per cent). The mean NCE difference between pre- and posttest was 6.88.

Of the 429 students in grade 8 who participated, complete scores were available for 308 (71.79 per cent). The mean NCE gain between pre- and posttest was 9.91

TABLE 16

MEAN NORMAL CURVE EQUIVALENT FOR SIXTH GRADE
SAT PRE- AND POSTTEST

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
N	49	41	40.95	51.04	10.09
Q	135	88	24.40	31.41	7.44
Total	184	129	29.66	37.95	8.28

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
No pretest	27	14.67
No posttest	26	14.13
No pre- or posttest	2	1.09

TABLE 17

MEAN NORMAL CURVE EQUIVALENT FOR SEVENTH GRADE
SAT PRE- AND POSTTEST

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
N	75	72	48.65	57.15	8.50
P	108	76	27.09	34.92	7.83
Q	158	96	23.84	28.04	4.19
Total	341	234	33.55	40.43	6.88

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
No pretest	55	16.13
No posttest	24	7.04
No pre- or posttest	28	8.21

TABLE 18

MEAN NORMAL CURVE EQUIVALENT FOR EIGHTH GRADE
SAT PRE- AND POSTTEST

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
N	73	69	41.47	47.69	6.23
P	186	140	24.55	36.09	11.54
Q	170	99	25.55	35.75	10.20
Total	429	308	28.66	38.58	9.91

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
No pretest	35	8.16
No posttest	74	17.25
No pre- or posttest	12	2.80

H. Observer's Report

I.S. 59

Three PRAIS classrooms were visited in I.S. 59. All rooms were big enough for the groups in the PRAIS program. Two were regular classrooms; one was a converted printing shop. The teachers met with the eighth grade groups of students four periods each week (as specified in the proposal) and the sixth and seventh grade groups met five periods each week (one more period per week than stipulated in the proposal). Each period provided 40-45 minutes of instructional time or a total of 160-180 minutes of instructional time per week for the eight graders and 200-225 minutes for the sixth and seventh graders. There were 60 6th-grade students, 101 7th grade students and 49 8th grade students, for a total of 200 students in the PRAIS program. Numbers change periodically due to discharges, transfers, etc.

Each of the teachers used an individualized diagnostic prescriptive approach to reading instruction. The materials used during the year included the following:

SRA IIA, IIb, MARK IIA	Working with Sounds, D-E-F
EDL Level C-D-E	Reading Attainment System #2
Phonics We Use-Rand McNally	Workbooks
Barnell-Loft Series	Facts B,C
Think-tapes	Locating Answers C
Fountain Valley System	SPL/Series
Word Power	TRG

The teachers have mastered the system and the materials, are business-like in their approach, know their students and are able to get them to work in a relaxed business-like way.

The teachers in this schools (as in the other two PRAIS schools) provided individual and small group instruction. They developed and updated prescriptions for each participating student. In addition, the teachers administered diagnostic and evaluation tests, maintain all individual student record folders referred students to the Family Worker in cases of excessive absence, and conferred with supervisors and school staff in an attempt to develop a complete approach to remediation.

In general, the PRAIS program in I.S. 59 is well within the guidelines except for the amount of time instruction is provided 6th and 7th graders (40 minutes more than called for in the proposal). The rooms are large enough for the number of children, are well stocked with materials and the students appear to know what is expected of them and are working within the gramework of a diagnostic prescriptive reading program.

J.H. S. 192

Five PRAIS teachers were visited in J.H.S. 192. One of the rooms was a regular size classroom, two were converted shops, and one was small but adequate for 15 students at a time. One room was set up as a reading laboratory and contained special audio-visual equipment and materials. One of the converted shop rooms was very large, spacious, well stocked, bright and divided into subsections which made it possible to work with individual children or small groups as necessary. All the other rooms, including the converted kitchen room, although adequately supplied, did not evidence an over-abundance of materials.

Each group of 7th graders (n=111), except those in the EDL reading laboratory, met five periods each week. Half of the 8th grade groups (N=68) met five times per week and the other 8th grade students (N=109) met four times per week. Each period provided 42 minutes instructional time for a total of 210 minutes instruction time per week.

The teachers observed had their pupils doing individually prescribed work based on the contract system with each student using the prescription available within his-her folder. The EDL reading laboratory teacher worked with 9-12 pupils per period (N=50) drawn from the other PRAIS groups and provided these pupils with special intensive work for a three-month period. After this period of time these pupils returned to their regular PRAIS groups. The laboratory was thus used as an integrated component of the PRAIS program for the students with the greatest needs.

The materials used during the year included the following:

Random House Reading Program
Barnell-Loft Book A-F
SRA Diagnosis, Kits IC, IIA
McCall-Crabbs
Readers Digest Series
SRA Reading Lab. Schoolhouse, Pilot Library
Fountain Valley System
Addison Wesley Kit A
System 80 Machine
Yearling Series
Reading for Meaning
Scope Reading Skills
EDL Skills Library
Reading About Work

I.S. 238

Five PRAIS teachers were visited in I.S. 238. In this school four of the rooms were small and barely adequate for twelve students at a time. One of the rooms was beautifully decorated, a little bit larger and able to accommodate fifteen students. Eight of the nine 8th grade groups (N=114) met five times per week for a total of 225 minutes of instruction and one group of 8th grade students met four times per week for a total of 180 minutes of instruction. All nine 7th grade groups (N=137) met five

times per week and received 225 minutes of instruction per week. All eight of the 6th grade groups (N=99) met four days per week for a total of 180 minutes of instructio..

Four of the five teachers visited began their instruction with group sessions and then continued with their individualized procedures by having pupils work with thier own prescriptions from their folders.

The materials used during the year included the following:

Random House Reading Program
Barnell-Loft Book A-F
SRA Diagnosis, Kits IC, IIA
McCall-Crabbs
Readers Digest Series
SRA Reading Lab. Schoolhouse Pilot Library
Fountain Valley System
Addison Wesley Kit A
System 80 Machine
Yearling Series
Reading for Meaning
Scope Reading Skills
EDL Skills Library
Reading About Work

Summary

The PRAIS program as implemented in each of the schools generally met the stated guidelines (except in the time category). Most of the teachers (12 of the 13) were experienced in this individualized reading program or in similar programs. The program followed the diagnostic prescriptive approach and was based on the identified deficits that resulted from the diangostic testing. In all schools, folders were available for each child and contained test scores, profiles, completed work and prescriptions. Progress charts were available in the classrooms indicating the status of the children's work. Eight of the rooms were of good size but five, although adequate to accommodate 15 pupils, were rather small. In one school (J.H.S. 192) the pupil/teacher ratio fell below the 15:1 called for in the proposal.

Supportive Service

The PRAIS program had the services of one full time family worker. She was primarily involved in trying to get chronically absent students to come to class. Teachers notified the family worker when students were out excessively. She contacted the home in writing, by phone, and sometimes through a home visit. She kept records of the attendance of students referred to her.

The family worker kept the teacher who referred the child up to date on her progress and problems. All of her activities are carefully documented.

I. Recommendations

1) If at all possible, larger rooms should be made available.

2) All student-teacher ratios should be maintained at 15:1.

3) An Inter-School articulation program should be organized in order to ease the flow of information on students who transfer from one school to another within the District.

4) Since the workload of the family worker declines at the end of the school year and the teacher must complete endless evaluation forms at the same time, the family worker's role should be expanded to include clerical assistance in May and June.

5) The monthly staff conference should be held during regular school hours as is done in all other Title I programs, not after school.

CHAPTER III

EARLY CHILDHOOD CENTER
5089--91623
5089--98723

A. Background and Objective

The Early Childhood Center begin operation in 1973-74 at P.S. 251. This year it is designed to meet the needs of 150 first and second grade children who showed marked deficiencies in reading readiness skills appropriate to this age group, six to eight.

B. Selection and Number of Students

Target children were selected from among the total Early Childhood eligible children requiring the most intensive reading readiness and reading skills. As can be seen in Table 19 a total of 153 pupils actually participated in the Early Childhood Center Program.

TABLE 19

Number of Pupils in Early Childhood Center

Grade Level	Expected	Actual
1	80	73
2	70	80
Total	150	153

C. Frequency of Instruction

Every child in the program received approximately forty minutes of instruction daily, five days per week.

D. Staff, Supervision and Training

Three special reading teachers skilled in developing reading readiness skills worked with the children to provide individualized and small group instruction necessary to meet the prescriptive needs of each child.

The entire operation was under the direction of the building principal. It was she who provided leadership, guidance and the on-going in-serivce staff training.

Formal staff training sessions were held each month.

E. Response to 1977-78 Evaluation Recommendations

Recommendations	1978-79 Action
Development of an Early Childhood Resource Center which would service the District.	The present center serves this purpose at the present time.
Addition of more pupils to the program.	Holdovers are serviced by additional teacher.
Longitudinal study of pupils after they leave the center.	No formal study was implemented.

F. Evaluation Objectives and Procedures 1978-79

The primary objective was to evaluate the progress made by the first and second grade children in developing readiness and ability to read. In addition, the evaluation was concerned with the implementation of the operational specifications of the project proposal.

The Stanford Early School Achievement Test was administered to first grade students (letters and sounds subtest) on a pre-posttest basis. Second graders took the SESAT (sentence reading) at pretest time and the SAT, Primary I Reading Part B at post-test time. According to the test publisher, comparisons between levels and between the SESAT and SAT, Primary could be made.

G. Student Performance on Standardized Tests

As can be seen on Table 20, first grade students gained an NCE mean of 23.80 on the Letters and Sounds subtest of the SESAT. Students in grade two showed a mean NCE gain of 32.08.

The reader is reminded that, "the larger the NCE gain, the more effective the project." Also, "a properly derived NCE score of 50 will always be at the national average for that grade level and month." In view of these statements it can be concluded that the Early Childhood Program added a great deal and that at the end of the program students were generally doing grade level work.

TABLE 20

MEAN NORMAL CURVE EQUIVALENTS FOR GRADES 1-2
STANFORD EARLY SCHOOL ACHIEVEMENT TESTS-SAT

Subtest	Grade	N1	N2	Mean Pretest	Mean Posttest	Mean Diff.
Level I,II Letters & Sounds	1	73	62	32.72	55.53	23.80
Level II, SAT-Primary Sent. Rdg.	2	80	67	32.76	64.85	32.08

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Late entrants	6	3.92
Discharged	18	11.76

H. Observer's Report

Three reading rooms have been set up at the Early Childhood Center in P.S. 251, Queens, for the purpose of providing individualized help to small groups of Title I eligible children with problems in beginning reading.

Three reading resource teachers work closely with the selected children for forty-minute periods throughout the day to ensure a strong foundation for future reading success. They favor a holistic approach, using the children's real-life experiences in and out of the school setting, as well as the specific reading materials, to teach basic reading skills.

The observer's first visit to watch the program in operation took place at the time of the school bus drivers' strike. Dozens of parents were on hand at the Center to help with the transportation of the children. This Early Childhood facility includes a variety of parent-involvement activities as an integral part of its program, with an open-corridor, shared-space orientation throughout the building. The additional influx of adults brought about by the transportation crisis was handled smoothly and seemed not to interfere with the on-going activities. It became a happening, a shared experience to be included in the learning process. It was an exciting subject to talk about, sharing personal anecdotes.

Throughout the Early Childhood Reading Program are other illustrations of the manner in which the children's experiences provide the subject matter for their reading-related activities. Class trips, family occasions, even favorite television characters are woven into the curriculum to make reading relevant to each individual child.

Colorful murals and original stories provide visual records of class trips and cultural events. Within the reading rooms, the teachers match appropriate audio-visual and printed media with the children's experiences for meaningful reading activities.

Physical Setting

Two of the Title I reading rooms are quite small and crowded, while the third offers more space for mobility and storage. The two smaller rooms are windowless and rely on artificial light and ventilation ducts, while the large room has a pleasant view of the outdoors. All the rooms are divided into several work areas, with small movable tables and chairs, Open shelves store the materials and double as room-dividers. Audio-visual equipment occupies one corner, and

tables for individual and small-group reading activities and artwork fill the rest of the room. A wall of hanging pockets serves as the storage area for the children's personal work folders and notebooks. Ingenious use of available space, and the small stature of the children, keep the rooms from being overcrowded, but movement between the work areas is restricted in the two small rooms. The third room allows for unimpeded traffic flow and easier access to storage facilities. There is also far more space for the teacher to plan and prepare work activities.

Materials and Equipment

Commercially prepared books and kits for beginning readers on hand in the Early Childhood Center combine interest and eye-appeal with simple basic letter recognition and word recognition skills. The audio-visual equipment is designed for independent use by very young learners and is sturdy and uncomplicated. A good selection of arts and crafts supplies, manipulable materials, paper, scissors, paste, felt-tipped markers, etc, are on hand.

Patterns of Organization

Children assigned to the Early Childhood reading rooms worked on a one-to-one basis with the teacher for part of the period, as the teacher circulated among the various work areas. The teacher saw to it that the children understood their individual assignments and encouraged them to work alone or in pairs. The children were responsible for showing their work to the teacher for checking, and the same immaturity which made them unready for formal instruction also showed in their need for frequent reassurance as they worked.

Second grade children showed slightly less dependence than the first graders, but in all cases the prescribed activities were aimed at reducing the level of dependence and increasing the children's confidence in their ability to complete simple, specific tasks successfully. Frequent changes of activity and materials during the period, in deference to the short attention span of many of the children, resulted in a high level of flexibility in the patterns of organization within each reading room.

Nature of On-going Activities

Children in the first grade reading room engaged in a series of group and individual activities during the period. While in the listening corner, they matched consonant sounds heard on a tape with plastic representations of letters.

They spelled out single-syllable words on the audio-visual equipment, then listed them in personal notebooks and dictionaries. They continued working on pages in their own personal Shape Books, stories, written and illustrated about their own imaginative topics, or real-life experiences. After each activity they reviewed what they had done with the teacher and with other children in the group, as an opportunity for verbal expression and the sharing of experience.

Activities in the second grade reading room indicated a sense of continuity with the first graders' tasks, providing similar experiences with word-recognition and phonics materials of a multi-sensory nature, and drawing upon the children's own individual interests and activities for motivation. At the end of a series of individualized tasks, the teacher gathered the group together for a story which would serve as a background for subsequent prescriptive learning activities.

In the third resource room, three children who had been held over for extra remediation retold a familiar story (Sylvester and the Magic Pebble) in their own words, using props accompanying this Puppet/Story book Kit. The teacher was working on the sequence of events as they occurred in the story, and the children were called upon to refer back to the book and its words and illustrations to review the order of events. This activity was followed by exercises in listening, wherein the children paid close attention to the sound played on cassette tape and tried to match each sound to an event in the story. Sharpening of sensory perceptions and memory were the aims of these exercises, and the children involved obviously needed many such experiences if they were to master their deficiencies. The teacher took great pains to raise the level of awareness of the children by patient repetition and review which would have been impossible in a traditional classroom setting with a larger group of children.

The uniformity and continuity in the activities in the three Early Childhood reading rooms carry into the regular classrooms because of close daily contact among all the teachers who share in educating the children.

I. Recommendations

1) Further support and extention of the Early Childhood Program to include additional staff for servicing greater numbers of children on a one-to-one basis.

2) The Center should serve as a Demonstration Center of a Model Program.

CHAPTER IV

OPTIONAL ASSIGNMENT--TUTORIAL READING
5089-91627

A. Background and Objective

For the sixth year the Optional Assignment Program operated in District #29. This year two schools (JHS 109 and IS 231) participated in the program. According to the project proposal, "The Title I Optional Assignment program is designed to service Optional Assignment pupils who are severe underachievers in Reading and Language Arts skills."

B. Number of Students

The proposal specified that twenty-four (24) students were expected to participate. The actual numbers were 35 seventh graders, 6 eighth graders and 9 ninth graders for a total of 46 participants.

C. Frequency of Instruction

Each participant received four periods of instruction per week for approximately 45 minutes per day for a total of 180 minutes per week.

D. Staff, Supervision and Staff Training

Two educational assistants worked exclusively with OA eligible children. The assistant's responsibilities included:

1) working with individual target children
2) keeping progress records
3) meeting with staff members and parents to discuss progress and student needs.

The OA educational assistants were supervised by the PRAIS Reading Coordinator in conjunction with the school principal.

The OA assistants attended the regular monthly in-service workshops conducted by the PRAIS Coordinator.

E. Response to 1977-78 Evaluation Recommendations

Recommendations	1978-79 Action
If the program is required, it should be implemented as it is currently structured.	Implemented in two schools.

F. Evaluation Objectives and Procedures

The purpose of the evaluation was to appraise the progress made by pupils in grades 7-9 in strengthening their reading skills. In addition, the evaluation was concerned with the implementation of the operational specifications of the project proposal.

The pupils in the program were given the Standord Reading Achievement Test in October and at the end of May. Model A-1 was used to evaluate student progress.

G. Student Performance on Standardized Test

Forty-six (46) students in grades 7, 8 and 9 participated in the Optional Assignment program. Pre- and posttest scores were available for forty-one (89.13 per cent).

The scores on an October 1978 administration of the SAT provided the pretest measure. The schools administered the posttest (same level, same form) in May 1979. As can be seen on Table 21, the mean NCE gain for seventh graders was 6.16 and for ninth graders, 1.40. The six eighth grade students showed of NCE mean loss of 4.66. The reader is cautioned to keep in mind that the numbers are quite small.

H. Recommendations

1) Closer supervision of educational assistants by PRAIS/PSEN Coordinator to insure adequate instructional procedures.

2) If the program is required, the current structure should be maintained.

TABLE 21

MEAN NORMAL CURVE EQUIVALENT FOR GRADES 7-9
SAT PRE- AND POSTTEST

Grade	N1	N2	Mean Pretest	Mean Posttest	Diff.
7	35	30	29.48	34.71	6.16
8	6	6	34.66	30.00	- 4.66
9	5	5	36.20	37.60	1.40

CHAPTER V

SPECIAL PROGRAM FOR ELEMENTARY CHILDREN
5089-91625
5089-98725

A. Background and Objective

The Special Program for Elementary Children (SPEC) began operation in 1974 in order to help alleviate serious math retardation in eleven Title I schools in District #29. This year, 1978-79, a total of twelve schools participated in the program. They were P.S. 15, 34, 35, 36, 37, 52, 95, 116, 118, 132, 134 and 136.

According to the project proposal, "The SPEC Math Program is designed to provide on-going diagnostic, prescriptive and instructional services in math for those students identified as having the greatest need for in-depth remediation. Only Title I eligible children in grades 2-6 will be served."

B. Number of Students

The anticipated number of students in grades 2-6 was 900. The actual registration was 1,000. Table 22 shows the anticipated and actual number of students at each grade level in each of the twelve participating schools.

TABLE 22

Number of Pupils Expected and Actually Participating in the SPEC Program

Grade Level	Number Expected	Actual Number
2	77	104
3	221	247
4	258	310
5	254	263
6	90	76
Total	900	1000

TABLE 22a

NUMBER OF PUPILS EXPECTED TO PARTICIPATE IN THE SPECIAL PROGRAM FOR ELEMENTARY CHILDREN

School	Grade Level 2	3	4	5	6	Total
A	30	30	15	0	0	75
B	0	0	15	30	30	75
C	15	20	20	20	0	75
D	0	15	15	15	30	75
E	0	0	15	30	30	75
F	0	30	30	15	0	75
G	0	10	40	25	0	75
H	0	15	30	30	0	75
I	15	15	15	30	0	75
J	17	21	13	24	0	75
K	0	45	30	0	0	75
L	0	20	20	35	0	75
Total	77	221	258	254	90	900

TABLE 22b

NUMBER OF PUPILS ACTUALLY PARTICIPATING IN THE SPECIAL PROGRAM FOR ELEMENTARY CHILDREN

School	Grade Level 2	3	4	5	6	Total
A	39	34	20	0	0	93
B	0	0	33	33	17	83
C	18	21	24	24	0	87
D	0	15	16	21	28	80
E	0	0	16	28	31	75
F	0	35	33	16	0	84
G	0	0	35	45	0	80
H	0	18	33	34	0	85
I	26	37	22	0	0	85
J	21	34	18	19	0	92
K	0	40	40	2	0	82
L	0	13	20	41	0	74
Total	104	247	310	263	76	1000

Includes discharges and late entries.

The question is often asked, "How long do children stay in the SPEC Math Program?" Table 22c below presents data to answer that question for 941 Title I students in the 1978-79 program.

TABLE 22c

NUMBER OF CHILDREN IN THE SPEC PROGRAM-LENGTH OF TIME

	Length of Time			
Grade	1yr or less	2yrs or less	3yrs or less	4yrs or less
2	87	5		
3	175	42	1	
4	186	75	19	
5	115	77	40	4
6	45	13	9	7
Total	608 (68%)	212 (23%)	69 (8%)	11 (1%)

C. Frequency of Instruction

Each remedial math team serviced an average of 75 children in each school for five instructional periods of forty minutes for approximately two hundred minutes per week.

D. Staff, Staff Supervision and Training

Twelve math teachers were funded under the original proposal. Their responsibilities included:

1) screening records of students
2) administering diagnostic tests
3) diagnosing and evaluating student needs
4) planning activities and use of materials
5) instructing individuals and small groups
6) supervising educational assistants
7) completing progress reports on each pupil.

Twelve educational assistants, one in each school, was assigned to the SPEC program. Their responsibilities included:

1) escorting pupils to and from the classrooms
2) assisting teachers in keeping records
3) working with small groups of children
4) assisting teachers in setting up math labs.

The SPEC program was under the supervision of the Math Coordinator.

Staff training was organized and conducted by the Math Coordinator. Topics included a review of diagnostic procedures, revision of individual prescriptions, teaching techniques related to pupil needs and the exchange of ideas by staff members.

E. Response to 1977-78 Evaluation Recommendations

Recommendations	1978-79 Action
Educational assistants should be replaced promptly.	Central Board procedures must be followed.
Instructional time should adhere to proposal.	Implemented.
Larger room should be made available.	Implemented where possible.
A Math Coordinator should be assigned to the program.	Implemented.

F. Evaluation Objectives and Procedures

The objectives of the evaluation study were to appraise the program's success in meeting each of its stated objectives and in implementing the operational specifications of the project proposal.

Pupils in grades 2-6 were tested in October 1978 and May 1979 with appropriate levels of the Metropolitan ('78) Achievement Test. Model A-1 was used to analyze data.

G. Student Performance on Standardized Tests

One thousand (1,000) students in grades 2-6 participated in the SPEC remedial math program. Seven hundred forty-six (74.6 per cent) of the total number completed both pre- and posttests and were included in the analyses of student progress. Data was missing for 254 (25.4 per cent) students. The reasons for missing data were 152 discharged (15.2 per cent) and 99 (9.9 per cent) entered the program too late to be included in the data analyses.

Tables 23 through 27 present mean Normal Grade Equivalents on the pre- and posttest results using the Metropolitan Achievement Mathematic Test (Metro '78) for grades two through six.

Four schools (A, C, I, J) reported test results for their second grade students. As can be seen on Table 23, 62 of 104 students (59.62 per cent) completed pre- and posttests. School C showed a mean NCE gain of 36.09 between pre- and posttest and school I students achieved a mean NCE gain of 16.27. The actual pre- posttest mean NCE gain for all second grade students was 24.58.

Nine schools had third grade students participating in the SPEC program (Table 24). The pre- posttest mean NCE gains ranged from a low of 17.09 in school J to a high of 37.31 in school C. The actual pre- posttest mean NCE gain district-wide was 23.37.

Once again the reader is reminded that according to those who developed the Normal Curve Equivalent, "Whenever the evaluation shows an NCE gain greater than zero, it means that the Title I pupils profitted from participating in the project. In general, the larger the NCE gain, the more effective the project."

As can be seen on Table 25, 227 out of 310 fourth grade students had both pre- and posttest scores (73.23 per cent). The reasons for missing data were discharges 53 or 17.10 per cent) and late entries (30 or 9.68 per cent) into the program.

The pretest mean normal curve equivalents ranged from a low of 14.12 in school B to a high of 29.90 in school A. The posttest mean normal curve equivalents ranged from a low of 28.12 in school G to a high of 43.54 in school C. The mean gains ranged from a low of 4.60 in school A to a high of 21.64 in school C. The district-wide mean gain was 12.88

A total of 263 fifth grade students were in the SPEC remedial math program in 1978-79. Of these, 213 had complete pre- posttest scores (80.99 per cent). The reasons for missing data in the fifth grade include discharges (30 or 11.41 per cent) and late entries (20 or 7.60 per cent).

The pretest NCE means ranged from 16.00 (school K) to 28.85 (school B). The posttest NCE means ranged from 26.21 (school F) to 44.28 (school B). The mean gains ranged from 5.35 (school F) to 23.50 (school K). The district-wide NCE mean gain was 12.14.

Only three schools (B, D, E) had sixth grade students enrolled in the SPEC program. Complete data was available for 65 out of the 76 students who were serviced during 1978-79 (85.53 per cent). Seven students were discharged prior to posttesting and four students entered the program after the pretesting was completed.

The NCE mean gains were 8.59 in school D, 9.76 in school E and 14.00 in school B. The NCE mean gain for the district was 10.21.

TABLE 23

MEAN NORMAL CURVE EQUIVALENT FOR SECOND GRADE
METRO 78 - MATH PRE- AND POSTTEST

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
A	39	23	10.91	36.34	25.43
C	18	11	10.81	46.90	36.09
I	26	15	7.93	24.20	16.27
J	21	13	8.30	31.23	22.92
Total	104	62	9.62	34.20	24.58

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Discharged	23	22.12
Late entry	19	18.27

TABLE 24

MEAN NORMAL CURVE EQUIVALENT FOR THIRD GRADE
METRO 78 - MATH PRE- AND POSTTEST

School	N1	N2	Mean Pretest	Mean Posttest	Mean Diff.
A	34	22	20.40	38.45	18.04
C	21	19	7.84	45.15	37.31
D	15	14	5.07	24.64	19.57
F	35	24	12.00	36.45	24.45
H	18	11	7.81	27.54	19.72
I	37	27	12.14	32.40	20.26
J	34	26	8.50	34.50	26.00
K	40	28	14.46	38.03	23.57
L	13	11	15.09	32.18	17.09
Total	247	182	11.88	35.26	23.37

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Discharged	39	15.79
Late entry	26	10.53

TABLE 25

MEAN NORMAL CURVE EQUIVALENT FOR FOURTH GRADE
METRO 78 - MATH PRE- AND POSTTEST

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
A	20	10	29.90	34.50	4.60
B	33	24	14.12	30.16	16.04
C	24	11	21.90	43.54	21.64
D	16	12	29.40	37.73	8.33
E	16	12	24.58	38.41	13.83
F	33	25	24.12	41.12	17.00
G	35	31	21.93	28.12	6.19
H	33	26	17.76	29.34	11.58
I	22	16	21.00	29.00	8.00
J	18	13	19.07	29.76	10.69
K	40	33	23.78	31.93	8.15
L	20	14	19.14	37.92	18.78
Total	310	227	20.28	33.16	12.88

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Discharged	53	17.10
Late entry	30	9.68

TABLE 26

MEAN NORMAL CURVE EQUIVALENT FOR FIFTH GRADE
METRO 78 - MATH PRE- AND POSTTEST

School	N1	N2	Mean Pretest	Mean Posttest	Mean Diff.
B	33	20	16.90	32.95	16.05
C	24	21	28.85	44.28	15.43
D	21	17	18.88	28.88	10.00
E	28	26	16.38	30.23	13.84
F	16	14	20.85	26.21	5.35
G	45	36	17.11	30.19	13.08
H	34	26	20.07	26.26	6.19
J	19	14	18.21	26.92	8.71
K	2	2	16.00	39.50	23.50
L	41	37	22.32	36.78	14.45
Total	263	213	19.87	32.01	12.14

N1 = Total number of students in program
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Discharged	30	11.41
Late entry	20	7.60

TABLE 27

MEAN NORMAL CURVE EQUIVALENT FOR SIXTH GRADE
METRO 78 - MATH PRE- AND POSTTEST

School	N1	N2	Mean Pretest	Mean Posttest	Diff.
B	17	13	13.61	27.61	14.00
D	28	22	20.36	28.95	8.59
E	31	30	22.53	32.30	9.76
Total	76	65	20.01	30.23	10.21

N1 = Total number of students in program.
N2 = Total number for whom complete data were available.

Reasons for Missing Data:

	N	%
Discharged	7	9.21
Late entry	4	5.26

H. Observer's Report

School A - 75 students in grades 2, 3, 4
45 minute periods; 5 times/week

The program is taught in a regular size bright attractively decorated room in which the materials are readily available to the pupils. The room is set up for small groups of 3 to 4 students and the teacher and aide move from student to student and group to group as the children work from their individualized folders. Most of the students were working from the IMS materials which the teacher uses as the major instructional approach. Some students were using the SRA materials. There was a relaxed working atmosphere exhibited by the students and staff alike.

School B - 75 students in grades 4, 5, 6
50 minute periods; 5 times/week

The room is a small L-shaped room barely adequate for 8 students even though it is set up for 2 sections. The materials are in evidence but movement is impossible due to lack of room.

The program is run on an individual and small group basis. Children were tested for their specific weaknesses and then given activities in those needed skills. The children begin with manipulative materials, then go to games, video tape film strips and then work in skills kits in the IMS and SRA programs. Children also work on reinforcing basic facts through simple calculators, drill tapes, and the SRA 2=2 timer kit which tests facts for speed and accuracy. The teacher exhibited surprisingly good control within the very confined space for this type of program.

School C - 75 students in grades 2, 3, 4, 5
30 minute periods; 5 times/week

The teacher indicated that the small room mitigated against regular size froups of 15 meeting for 40 minute periods and had accommodated the program to the room by having fewer students per periods for 30 minute periods. Thus, in effect providing only 150 minutes of instruction per week per student.

The teacher knows the materials and appears to spend some of her time on group sessions and most of the time on individually prescribed learning activities. The educational assistant is quite helpful and knows how to work with the children under the teacher's direction.

School D - 75 students in grades 3, 4, 5, 6
45 minute periods; 5 times/week

The program was implemented in a regular size decorated classroom that is nicely set up for small groups of 3 or 4 students. The materials are readily available to the students who know what is expected of them and are familiar with the use of the audio system and their individualized folders. The educational assistant follows through on the instruction given by the teacher and appears quite knowledgeable about the program.

Students are assigned to groups of 3 or 4 to one of five areas noted on classroom charts as learning centers. While one group works at specific areas in the Ginn program, other groups work independently at other center to meet their needs as indicated by the Ginn Placement test. As each assignment is completed, post tests are given and the student is either pretested in another phase of the Ginn program or assigned to another center for further reinforcement in the area where the post test indicates the deficiency. Teacher and assistant move from group to group and give individual help.

School E - 73 students in grades 4, 5, 6
50 minute periods; 4 times/week

The room is a bright, attractively decorated, regular classroom set up for the students to work individually or with their neighbor. The materials are readily available for the students to use. Most of the students observed were using the Ginn-IMS materials. A few were using the SRA materials with audio tapes. The educational assistant appears to know what is required of her and is helpful to the teacher.

School F - 75 students in grades 3, 4, 5
45 minute periods; 5 times/week

The teacher appears to be an exceptionally capable teacher and has her pupils work 4 days per week using the Ginn materials and one day per week doing special individualized projects such as the listening center, store, etc. The educational assistant follows directions and makes it possible for the teacher to concentrate on the instructional aspect of the program. The classroom is beautifully decorated, a regular size room, set up for small groups ranging in size from 4 to 8.

School G - 75 students in grades 4, 5
40 minute periods; 4 times/week

The teacher meets with 6 different groups 4 times per week for 40 minutes each time. The teacher has mastered the materials and their use in the individualized program. The SPEC program in this school uses two small connecting rooms that are barely adequate for 10 students at any one time. The room is nicely decorated with lots of materials readily available. The students come in and get to work immediately and exhibit a serious yet relaxed approach to their work. The educational assistant is quite helpful. As the children complete their prescriptions, their work is checked by the assistant or the teacher. The children then proceed to the next assignment.

School H - 71 students in grades 3, 4, 5
45 minute periods; 5 times/week

The program is housed in a nicely decorated regular size classroom with many materials readily available to the students. The kinds of materials being used included Ginn folders, SRA Schoolhouse, McCormack Mathers Kits, Squared Materials, Buttons, Balance Scales, Blocks, Dice, Pegs and Peg Boards, Cards, SRA Fact Pacer Games and Puzzles.

School I - 72 students in grades 2, 3, 4
45 minute periods; 5 times/week

The program is taught in a regular size classroom that is set up for small groups of students and individuals. The room is beautifully decorated and the materials are in evidence. The educational assistant is experienced and very helpful.

School J - 75 students in grades 2, 3, 4, 5
45 minute periods; 5 times/week

The program is taught in a regular size nicely decorated classroom set up for groups of 4 to 6 pupils with materials available to the students. The teacher begins with a short group session prior to the students working from their individualized folders. Most of the students were working on SRA materials with some doing an individualized project one day per week exclusive of their regular individualized program.

SchoolK - 68 students in grades 3, 4
45 minute periods; 5 times/week

The teacher appears to be an exceptionally capable teacher in implementing the individualized system for the SPEC program. The students all use the Ginn-IMS materials

and in addition, use a token reinforcement system for work completed. The room is a nice large room in a mini-school full of materials, beautifully decorated and has special sections set up for use of different materials, calculators, audio, etc.

School L - 71 students in grades 3, 4, 5
45 minute periods; 4 times/week

The program is set up in a small room that is barely adequate. Within the small space the room is nicely decorated and the materials are readily available for the students. The materials available included Ginn-IMS, McCormick-Mathers Math Skills Kit, 200 Practice Cards, Schoolhouse (SRA), Calendar, Thermometer, Games, etc.

Summary

As can be seen from the specific observation section of the report, the SPEC program as implemented in each of the schools generally met the stated guidelines. All the teachers had at least two years of experience in this individualized math program. The program followed the diagnostic prescriptive approach and was based on the identified deficits that resulted from the disgnostic pre-testing. In all schools, folders were available for each child and contained test scores, profiles, completed work and rescriptions. Progress charts were available in the classrooms indicating the status of the children's work. Most of the rooms were good size, attractively decorated and set up with different section for specialized type of work. In two schools, however, the rooms were too small to accommodate 12 to 15 children. In two schools, the time allotted for the program per group of children was less than the 200 minutes that was called for in the proposal. The coordinator assigned to the program was viewed very positively by all the teachers and assistants.

I. Recommendations

1) The services of a coordinator is vital to the program and should be continued.

2) There should be greater articulation between SPEC and tax levy teachers.

3) There should be closer adherence to the instructional time specified in the proposal in all schools.

4) If at all possible, the rooms for the SPEC program should be large enough to accommodate 15 students at one time.

5) Consideration should be given to reducing the caseload from the current 75 students per team.

CHAPTER VI

PARENT ADVISORY COMPONENT
5089-91626

A. Background and Objectives

According to the project proposal, this component is a consolidation of all aspects of the District Parent Advisory Council and the Inner School Councils to carry out the following functions:

1) To increase participation of eligible parents in the local school and District Parent Advisory Councils.

2) To plan and make recommendations regarding needs and priorities in Title I schools.

3) To provide training workshops for the many new parents of eligible Title I children.

4) To provide a more effective means of dissemination of information regarding program objectives, implementation and evaluation procedures.

5) To provide a budget for required expenses,

B. Activities, 1978-79

The PAC held monthly meetings at the District Office. Advance notice, including agendas, were mailed to all PAC representatives the week prior to the scheduled meetings. District staff were notified of the meetings and invited to participate.

Approximately 15-20 persons attended each PAC meeting. The 15-20 persons included Title I parents, representatives from community agencies and District staff. Considering the fact that thousands of students participate in Title I programs, parent attendance at PAC meetings has to be judged as very poor. The District encourages parents to attend PAC meetings. The executive board had tried to find ways to get parents out but to no avail. The services of a full-time Family Assistant/Family Worker has not helped getting parents to participate in the PAC.

Although the proposal called for the hiring of a consultant to plan and develop and implement the training program for the parents, no consultant was hired and no on-going training program was implemented. The Director of Funded Program discussed various aspects of the Title I programs with parents.

In addition to the Director's monthly reports, Mr. Harold Minsky, Director of the Reading Diagnostic Program and Ms. Jecqueline Browne, Executive Assistant for Curriculum and Administration participated and reported to parents on more than one accasion during the school year. In June, the evaluator made a presentation on the new metric used in evaluating Title I programs (Normal Curve Equivalents).

Parents attended the City-Wide Advisory Council meetings, the Association for Compensatory Education Conference, and and regional conference in Albany. These were not only valuable experiences for those who attended but they reported back to the District PAC and thus disseminated worthwhile information. Greater participation in such conferences is urged.

The PAC budget (proposal page 38) stipulated that transportation, conference costs would be provided. Eligible parents submitted transportation vouchers and were paid regularly. Regional conference costs were paid. Processing of all vouchers was handled by the Family Assistant/Family Worker.

According to the Family Assistant/Family Worker, few schools have functioning inner-school councils. Only schools A, B, E and T have held fairly regular meetings with moderately adequate attendance. At the beginning of the school year the Family Assistant/Family Worker visited each school, spoke with principals and interested parents and made every attempt to help organize inner-school councils. Except for the four above mention schools, results were poor. Occasionally two or three parents got together but that cannot be considered a functioning council. It was reported to the evaluator that one school principal saw no need for a Title I inner-school council and offered no assistance or support.

The Family Assistant/Family Worker also worked closely with the PAC Executive Board, helped prepare the monthly PAC minutes, helped in the preparation of materials for the PAC, attended local and regional conferences and carried out other duties specified by the Director of Funded Programs. All of her activities are carely documented in a daily log.

In spite of her sincerity and desire to improve the PAC component, it must be concluded that the position had little impact on increasing parent participation or interest. It is questionable whether the position should be funded as a full-time position in 1979-80 or reduced to a half-time job.

Special commendation is given the PAC Executive Board for coming up with the idea of a Spring Title I District-Wide exhibit. The exhibit idea was approved by the entire PAC and, with the assistance of the coordinators and staff of each Title I program, was successfully planned and executed on a Spring public school board meeting night. It was, of course, open to the public, Title I parents and non-Title I parents.

Perhaps more activities such as this would encourage more parents to become involved. Participation of Title I children in some kind of performance might be considered for the coming year.

C. Response to 1977-78 Recommendations

Recommendation	Action 1978-79
A schedule of meetings should be sent to all parents at beginning of school year. A second notice should be sent in February of remaining meeting topics.	Plans for an entire school year could not be made in advance. Notices to parents (representatives to PAC) were sent each month at least one week prior to the meeting date.
One or more orientation sessions should be scheduled at the beginning of the year. These should be conducted at each Title I school through inner-school councils.	All new Title I parents were notified of first PAC meeting. Since few schools had functioning inner-school councils they could not hold orientation sessions.
If funds are provided for a paid consultant, a paid consultant should be employed and utilized to the best advantage of the PAC.	No consultant was employed.
The use of PAC funds to pay for a Parent Program Assistant should be reevaluated.	A Family/Assistant/Family Worker was employed. The usefulness of the position should again be reevaluated.

D. Recommendations

1. District-wide activities such as the Spring Exhibit should be expanded.

2. If workshops are included in the proposal they should be scheduled and carried out.

3. If funds for a paid consultant are appropriated they should be utilized.

4. The use of PAC funds to pay for a Family Assistant/ Family Worker should be reevaluated.

CHAPTER VII

SPECIAL TESL TEAMS
5089-91628
5089-98726

A. Background and Objective

The TESL Team program was designed to provide an English as a Second Language component to supplement the tax-levy Bilingual program in one Title I elementary school and one Title I intermediate school. Both schools have a high concentration of children with limited English speaking ability.

B. Number of Students

A total of 150 students in grades 1-8 were expected to participate in the program. The anticipated and actual number of students are presented in Table 28.

TABLE 28

Anticipated and Actual Number of Pupils in the TESL Program

Grade	Anticipated	Actual
P.S. 95		
1	13	17
2	18	21
3	10	12
4	19	23
5	15	16
I.S. 238		
6	25	19
7	25	14
8	25	19
Total	150	141

C. Staff and Supervision

Each TESL team consisted of one teacher and one educational assistant (added under Impact Aid). The TESL teacher was responsible for planning and carrying out activities to meet the specific needs of each participating student, administering evaluation tests, articulating with school administrators, to name a few. The teams were under the direct supervision of the building principal.

D. Response to 1977-78 Evaluation Recommendations

Recommendation	Action Taken 1978-79
Long range planning for individual students is needed.	Improvement made since last year.
The program should begin early in the school year.	Funds were not available early in the school year.
Closer communication between TESL teacher and regular classroom teacher should be encouraged.	Improvement made since last year.
Greater emphasis is needed on reading skills.	Implemented.

E. Evaluation Objectives and Procedures

The objective of the evaluation was to evaluate the progress made by target pupils in developing English as a Second Language. The evaluation was also designed to assess the implementation and operation of the TESL program.

The proposal stipulated that the New York City Language Ability Battery (appropriate levels) would be used to measure student progress. The use of Model A-1 to analyze the data was not appropriate. Differences between pre- and posttest raw scores were analyzed.

The program was observed in June, 1979. Earlier observations could not be made due to the fact that the evaluation contract modification adding the TESL program was not approved until May, 1979.

TABLE 29

MEAN RAW SCORES ON THE LANGUAGE ASSESSMENT BATTERY
SPECIAL TESL TEAMS

Grade	N1	N2	Mean Pretest	Mean Posttest	Diff.
40 Items					
1	17	14	4.35	15.28	10.93
2	21	19	9.05	28.57	19.52
92 Items					
3	12	10	7.50	29.30	21.80
4	23	22	13.68	42.45	28.77
5	16	14	22.50	45.14	22.64

No usable data was available from school Q (Grades 6, 7, 8).

F. Student Performance on Standardized Test

As can be seen on Table 29, the mean gain on a forty (40) item test made by first grade students was 10.93 items, for second graders it was 19.52 items. The mean gain on a ninety-two (92) item test for third grade students was 21.80 items, for fourth graders the mean raw score gain was 28.77 and for fifth grade students the mean raw score gain was 22.64.

G. Observer's Report

The TESL program at school G serves 84 students. Most of them are Spanish speaking, several are from India, Pakistan and China. The students are placed in the program upon the recommendation of the classroom teacher. There are about 80 additional students who need instruction in the TESL program who are on a waiting list. One teacher and one educational assistant (Impact Aid) are assigned to the school.

The TESL program started in February. The students receive instruction thirty minutes per day, five times per week. The class meets in a small but adequate room. Each class generally had approximately twelve students. The students are seated in an informal way and this helps them during informal conversations and games played during the period. The observer saw one group of students playing a bingo game to reinforce vocabulary previously taught while the second group was working on compound words under the direction of the teacher.

No one textbook was adopted by the school G teacher. She felt that the one originally proposed did not meet the student's needs. There was, however, a good variety of reading materials available.

The TESL program at school Q serves some 75 children. Most of them spoke Spanish, several are from Viet Nam, China and Haiti. The teacher was able to communicate with the Spanish speaking children in their native language.

The assigned room is very attractive. It is decorated with posters and visual materials prepared by the teacher. The adopted textbook is RSVP - Book I by Normal Lewis, Amsco Publishing Company, 1972. There are also some intermediate level reading materials and some TESL workbooks in the classroom. Two dictionaries are available for reference work.

During the observer's visit, the students were writing some of the exercises from the textbook and were also using the dictionaries. The teacher expressed a need for tape recorders and other audio-visual equipment.

H. Recommendations

1) Less group work and more individualized instruction.

2) More emphasis on listening and pronunciation skills.

3) The program should start at the beginning of the school year.

4) The evaluation tests whould be administered at the times specified in the proposal.